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ABSTRACT

This resource book features texts and activities for students in Australian correctional environments to develop skills necessary to complete the Certificates of General Education for Adults (CGEA). Resources and activities are geared for students at level 3 of the CGEA in reading and writing. A table provides examples of how texts and activities support CGEA delivery. "Being Australian" encourages students to look at different cultures, introduces the debate on the stolen generation through letters to the editor, and looks at experiences of two migrants. A recipe from Vietnam provides a model and integrated numeracy practice. Students write about themselves in an extended piece. "Are You Mad?" uses a quiz to introduce ways to deal with conflict; encourages students to look at the way they interact with people around them; provides information on passive, aggressive, and assertive behavior styles; and offers students the opportunity to examine their own reactions in a range of situations. Activities include using a dictionary, discussion points, and interpreting quiz results. The unit ends with student role-plays. "Agony and Ecstasy" uses the theme of drug abuse to promote reading and writing. Texts include a survey on illegal drug use, newspaper articles, instructions on basic first aid, and information texts on health services. The unit ends with role-plays about dealing with health service providers and situations. "That Smells!" introduces uses of aromatherapy. Activities include a cloze text on the history of essential oils, sentence level writing practice, dictionary work, and integrated numeracy practice. The unit suggests students explore the impact of layout and design on text by producing an aromatherapy chart and write a piece on their opinion of aromatherapy and its uses. (YLB)

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Inside Out!

1 You mad?

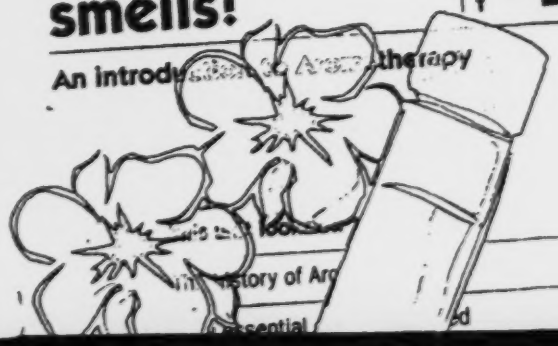
A look at anger, mediation and conflict

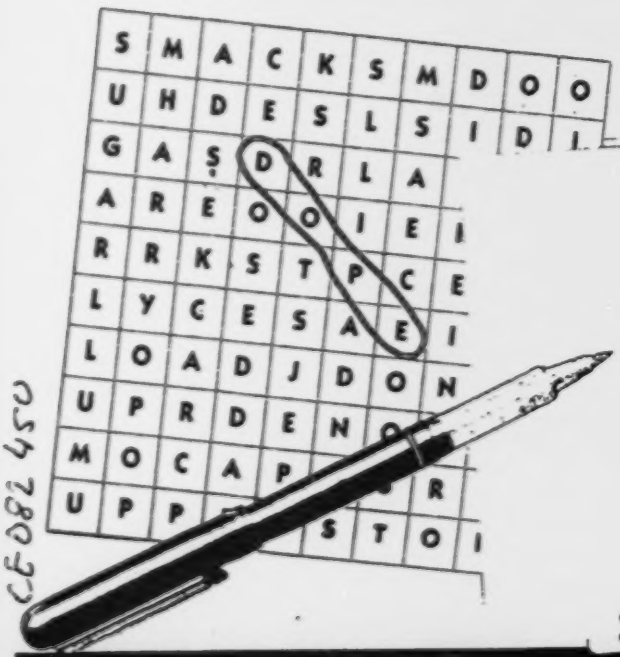
2 Agony and ecstasy!

A look at drugs and health related issues

3 That smells!

An introd... ...therapy





A Workbook for the CGEA

Written by Jenni Oldfield and Rosemary Pullan

ED 457 398

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A Workbook for the CGEA

Written by

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Edited by

the ARIS team

Published by

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The quiz used is based on a quiz designed by Noble Park Family Mediation Centre. It has been reprinted with permission of Catherine Holmes.

Contents

Introduction	5
CGEA learning outcomes	11
Being Australian	13
Are you mad?	43
Agony and ecstasy	63
That smells!	95

Introduction

Inside Out is a resource book specifically designed for use with students in correctional environments. The units of work provide a range of stimulating texts and activities which will assist students to develop skills required for completion of the Certificates of General Education for Adults, providing practice in reading a variety of texts, vocabulary extension and a springboard to writing. The resources and activities as presented in the book are primarily suitable for students at level 3 of the Certificates of General Education for Adults (CGEA) in reading and writing, but may be adapted to meet the needs of students at other levels.

While the authors have chosen topics and activities which they found through experience stimulated students in correctional environments, the language used and the inclusion of controversial and challenging topics may also be popular with youth groups or others. Each unit addresses a different topic and contains a number of different texts and activities on that theme.

The four units

Being Australian encourages students to look at the different cultures of our country and offers them the opportunity to relate their own stories and describe their own backgrounds. It includes texts and activities based on an Aboriginal Dreamtime story and introduces students to the debate on the stolen generation through letters to the editor. The unit also looks at the experiences of two migrants to Australia, one from Vietnam and the other from Europe. Students are encouraged to discuss the texts and learn about each other's cultures and lives. The inclusion of a recipe from Vietnam provides a model for students to follow as well as some integrated numeracy practice. Finally, students are encouraged to write about themselves in an extended piece.

Are you mad? uses a quiz to introduce students to different ways of dealing with conflict and encourages students to look at the way they interact with the people around them. The unit includes information on passive, aggressive and assertive behaviour styles and offers students the opportunity to examine their own ways of reacting in a range of situations. Activities include using a dictionary, discussion points and interpreting quiz results. The unit ends with an opportunity for students to take part in some role-plays.

Agony and ecstasy uses the theme of drug abuse to promote reading and writing and encourages students to share their opinions on this topic. It also includes information on health care services, such as the ambulance service and Medicare, in a meaningful context. The unit uses a word puzzle based on the street language for drugs and their effects to contrast slang and more formal language. Texts include a survey on illegal drug use as well as newspaper articles, instructions on basic first aid and information texts on health services. The unit also offers students the opportunity to role-play dealing with health service providers.

That smells! provides students with an introduction to the uses of aromatherapy from both a historical and practical

perspective, with information on how oils have been used for centuries to help with common ailments. Activities include a cloze text on the history of essential oils, sentence level writing practice, dictionary work and integrated numeracy practice. The unit suggests students produce their own aromatherapy chart, providing them with an opportunity to explore the impact of layout and design on a text. The unit ends by asking students to write an extended piece giving their opinion on aromatherapy and its uses.

How to use this resource

This resource can be used in a variety of ways, depending on the needs and interests of the students and their existing skill levels.

Teachers may choose to use the units directly as presented, or select texts and activities suitable for their group and add others of their own.

Some suggestions for making the most of the texts and activities included are: using the topics, texts and activities as materials on which to base introductory sessions on sentence and paragraph construction; using the texts as models for introducing and exploring the features of different text types; using the texts to teach and practice reading strategies, such as predicting based on prior knowledge or experience; or using the units as presented as self-paced practice materials for more confident students.

A note on role-plays

The resource includes a number of opportunities for teachers to incorporate role-plays as a part of a lesson. Role-plays can provide really interesting, dynamic opportunities for learning, but they need to be well managed. There is a need for the students to develop a readiness or trust in themselves and each other (as well as the teacher) to participate effectively in such learning situations.

Consider the term "role-play" as the two parts to the whole. The "role" (be it as themselves or as another) is assumed as a part in a pre-determined situation. The "play" implies invention, creation and innovation in a **safe** environment. The risks of the real world are absent in a physical sense, but teachers must remain acutely aware that certain issues, particularly with certain learning groups, may evoke responses that challenge the safety of the learning environment and the learner's place within it. Asking our students to participate in role-plays requires a certain leap of faith. It is the teacher who must provide the safety net of support, and set the limits for such activities.

There are a number of tips useful for teachers who wish to try using role-play as a learning tool for their group:

- make it clear who will work together, what is to be done and who will observe the final role-plays
- set fairly strict time limits for preparation, practice and performance
- warm up the group, don't try to do these things 'cold'
- be prepared for some students to refuse to participate or for some role-plays to fall flat—have another activity prepared
- allow time at conclusion to discuss what has occurred (closure/reflection/debrief).

Links to the Certificates of General Education for Adults

This resource provides teachers with texts and activities which can be used to develop a range of the skills required for completion of the reading and writing stream at levels 2 and/or 3. The resource also uses activities which link to the development of skills required in the Oral Communication Stream, the General Curriculum Options Stream, and the Numeracy and Maths Stream. Examples of how the texts and activities may be used to support the delivery of the CGEA are provided in the table on the next page.

Learning Outcome	Unit: That smells!	Unit: Being Australian	Unit: Are you mad?	Unit: Agony and ecstasy
Writing for Self-expression		**Look around! & What about you?** Both these activities would be ideal for introducing students to the need to plan and write drafts for longer texts.	**What would you do?** This activity could be used to work on sentence construction.	**Have your say** An activity which could be used to work on paragraphing and linking ideas.
Writing for Practical Purposes	**Create your own aromatherapy reference chart** An activity that integrates numeracy and GCO skills as well.	**What do you eat?** Students write their own favourite recipes using the instructions and model provided.		
Writing for Knowledge	**What to use when & What are essential oils?** Activities which could be used to work on sentence and paragraph construction.	**What about you?** The second part of this activity could be used to contrast writing for knowledge with the first part as writing for self-expression.		
Writing for Public Debate	**What's your opinion?** Could be used as an introduction to writing a persuasive or argumentative piece.	**The stolen generation, Another side to the story & Are you sorry?** Could be used to introduce work on paragraphs as well as writing an argumentative text.		**Injecting room poll** This article and the discussion that follows would provide a great introduction to writing a persuasive or argumentative piece.

Learning Outcome	Unit: That smells!	Unit: Being Australian	Unit: Are you mad?	Unit: Agony and ecstasy
Reading for Self-expression		**How the sun came to be, Lan's story — a refugee's experience** Two contrasting narrative texts to explore.		
Reading for for Practical Purposes	**How can essential oils be used?** Students could compare this text to other more direct instructional texts for clarity of information and readability.	**Food, food, food!** An activity that integrates some numeracy practice too.	**How do you react to conflict?** This quiz and activities integrate some numeracy in the analysis of the results and also provide opportunities to work on GCO skills.	**If someone collapses & Completing a Medicare form** Students need to follow instructions including a diagram.
Reading for Knowledge	**A brief history of essential oils & The oils and their uses** Students could be asked to identify the purpose of these texts and then their key features.		**Ways of behaving** Students could deconstruct this text, looking at the topic sentence of each paragraph, linking devices and key words. It could also be compared to more technical explanations from other sources, such as psychology books.	**Some information about drugs & 1995 National Drug Household Survey** These texts can be used to point out how useful headings and tables are in making information texts more readable.
Reading for Public Debate		**The stolen generation & Another side to the story** The texts in this section could be compared and contrasted for their impact on the reader and which features create that impact.		**The ambulance service— letters to the editor** Students could be encouraged to find other examples of letters to the editor which express opinions on issues of concern. The structure of these letters could then be compared.

Being Australian

UNIT 1

A look at the cultures of our country

This unit looks at:

- An introduction to Aboriginal culture
- The stolen generation
- An Australian-Vietnamese story
- Different foods from different countries
- A Southern European-Australian story
- A chance to tell your story

Australia is a vast country, made up of a population of people who come from many different backgrounds. Australian people have different cultural backgrounds, different religions, different family traditions, different skin colours, different sexual preferences and different views of the world.

This unit of work takes a look at some of the cultures that make up Australia, as a way of celebrating our cultural diversity.

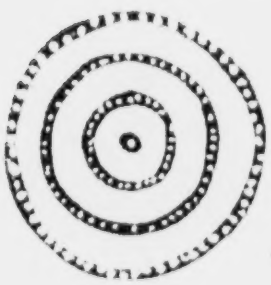
What is the meaning of 'diversity'?

Why would we want to 'celebrate diversity'? Discuss in a group or with someone close by. Then write a sentence or two to explain what you think.

The Dreaming

The Dreamtime, or the Dreaming, is the name that Aboriginal people give to the time of creation. There are many, many Dreaming stories that come from different groups of Aboriginal people, and different parts of Australia. Dreaming stories give explanations for land formations, for animal behaviour, for people's behaviour, for the weather, for life.

The story on the next page is a Dreaming story about how the sun came to exist. Read it on your own, or as a group.



How the sun came to be

Very early in the Dreamtime the sun did not shine.

There was a young woman who decided to leave her group, because the elders would not allow her to marry the man of her choice. She would not listen to reason.

She went a long way away and hid in a dry place. There was not much food, and little water, and no good place to sleep: but hungry and thirsty and tired as she became, she would not give in and return. Then she saw that the men from her group were coming to take her by force, and she ran even further, into the most barren part of the land.

She ran and ran. She was torn and bruised by branches and rocks, and became so exhausted she was near to death, but somehow she found the energy to keep going. At last her ancestor spirits became so concerned that they lifted her gently away to a safe, quiet place in the sky world. There she slept soundly for a long time. When she woke she found plenty of food and water, and lit a campfire. She was alone but not afraid. Grateful that she was now warm and safe, she was still determined to live alone forever rather than return to her group.

At first she held on to her resentment towards the people of her group. But as she looked down on them she saw that most of the men and women were sad that she had gone, and after a while her heart began to soften. Within a few days she found she was feeling quite homesick, but now she found she belonged to the sky world and was no longer able to return.

'What shall I do? I cannot go back and yet I would like to help them.' And then she saw a way in which she could help. Her people were cold. They were occupied with all the jobs of daily life, they could not sit by the campfire and keep warm as she now could.

'I will build up my fire. I will make it so big that it will warm the busy people down below,' she decided. All day she gave warmth to her people. As night came she let her fire die down, because then they were able to sit by their own campfires.

When she saw that this helped and pleased her people, she decided to light her fire every day. Soon her people began to look each day for her sky-world fire. All the people on earth became grateful for the warmth it gave them. They called it the 'sun'.

The lonely years were long for the young woman, exiled from her people forever, but it made her happy that she could shine her warmth on them each day.

From 'From the Dreamtime' by Jean Ellis, Collins Dove, Melbourne, 1991.

What is your reaction to this story? Did you think it's an interesting way to explain why the sun shines? Write as much as you can.

Many people have a religion or a faith that helps give meaning to life. Do you have a belief or a religion? If so, can you describe what it is? You may like to discuss this with the people around you or you could write about it here.

The Stolen Generation

Indigenous children have been forcibly removed from their families and communities since the very first days of the European occupation of Australia.

In that time, not one Indigenous family has escaped the effects. Most families have been affected in one or more generations by the removal of one or more children. Nationally, between one in three and one in ten Indigenous children were forcibly removed from their families and communities between 1910 and 1970.

From 'Bringing them Home'—The report on the National Inquiry into the separation of Aboriginal and Torres Strait Islanders from their families, conducted by the Human Rights and Equal Opportunities Commission, 1997.

What is the definition of:

indigenous

forcibly

communities

occupation

generation

In times past, the government of Australia believed that they were caring for Aboriginal children by removing them from their families and placing them with white people to 'assimilate'.

What is the meaning of 'assimilate'?

TIPS ABOUT WRITING PARAGRAPHS:

A paragraph is a group of sentences about the same idea. A paragraph usually has a topic sentence, which summarises the idea of the whole paragraph. Other sentences expand on the idea of the topic sentence. The topic sentence is usually the first sentence of the paragraph, but sometimes it's the last. Have a look at the paragraphs written throughout this unit.

Do you think it was a good idea to take young Aboriginal children away from their families? Why? Discuss this question with those around you, and then write a paragraph about the issue.

Are you sorry?

1998 was the 30th anniversary of Aboriginal people being able to vote in their own country. In this year there was a lot of discussion about reconciliation between Aboriginal people and people that made up the rest of Australia's population. In 1998, the government was asked to say 'sorry' for the harm that had been caused to Aboriginal people who had been taken away, or 'stolen' from their families. The government refused to do this, saying that they were not responsible for what had happened many years before.

Would you agree that this was the right response? Why? Why not? Before writing down your answer, you may like to discuss this question with those around you.

PLEASE spare a thought for those people who gave those 'stolen children' a home, who rescued them from the squalor they lived in and gave them a chance in life they certainly wouldn't have had.

Do any of those so called 'stolen children' say thank you for helping us? I think not.

Apologise is the cry. I know who should be apologising.

(Mrs) E. Buckley
Mt Waverley.

Printed in 'The Herald Sun' 30th May 1998.

What is the meaning of 'squalor'?

Why did Mrs Buckley write this letter?

Who are the 'stolen children' referred to in the letter?

Who does Mrs Buckley think should be apologising?

What do you think of this letter?

Some people come to live in Australia to escape cruel conditions that exist in the countries they were born in. Wars and struggles for power often result in large numbers of people living in fear and danger. In some circumstances, the Australian government allows people who are living in these conditions to come to Australia to live. They are given 'refugee' status.

Use the following words in a sentence. If you are not sure what the word means, look it up in a dictionary.

refugee

status

Lan's story - A refugee's experience

We had a very good life in Southern Vietnam up until 1975. My family owned a restaurant. Then the Communists moved in from the north and our lives changed very much. We couldn't keep our restaurant, we had to hand it over to the Communists. My parents were sent away to work on a farm and we didn't have much money... there was barely enough money to buy pens and books for school. There were many harsh rules that we had to obey. I was allowed to finish my secondary education but I couldn't go any further. The Communists hated people who were well educated.

We wanted to escape the awful conditions that we lived in and the only way was to leave the country. The Communists wouldn't allow us to do this so we had to escape in secret. We couldn't go as a family, it would have been too suspicious, so we had to go alone. Many times people paid money to leave on boats that never left, or people were caught and put in jail—that happened to my sister. It took a long time for me to save enough money to pay for a boat trip and I was very scared when the day came to go.

I couldn't take anything with me—the Communists would have suspected I was trying to escape. I wore dark clothes so I wouldn't be easily seen in the dark. We went in a small van to the town near the beach where our boat was waiting, and then we walked a long way out into the water to get to the boat. It was very dark. The boat was very small and very crowded —there were 51 people crowded onto it. The boat leaked badly and we had to bucket out water day after day.

We ran out of water after the first day, and there was no food. We became very weak, very quickly. The sun was really hot. I became very sick after three days—I just couldn't stop vomiting. A two year old child died from having no food or water and we couldn't do anything with the body but throw it overboard! It was very upsetting.

And then the pirates came! We had no way of protecting ourselves—they just forced themselves onto our boat and stole the little that we had—wedding rings mainly. Then they raped the women. It's too awful to remember. Different pirates came onto our boat many times. I just wanted to die.

We finally made it to Thailand nine days later. The trip would have taken two days if we could have gone straight there, but we had to go the long way around to keep away from the Communists. We were taken into a refugee camp and I lived there for three years, until finally, finally, I was accepted to come and live in Australia.

I am very happy here.

What is your reaction to Lan's story? How does it make you feel?

Can you imagine having to leave your home, and your country, like this? What would make you leave?

Food, food, food!

Lan loves to cook, and since being in Australia has found a job cooking in a Vietnamese restaurant. One of the most popular dishes in the restaurant is Vietnamese Cold Rolls. The recipe is provided below.

Rice Paper Rolls

Ingredients:

250g pork ribs
250 g green prawns
1 packet rice papers
1/2 cup peanuts, crushed
1/2 cup Hoi Sin sauce,
3 tablespoons water
2 tablespoons sugar
1/2 lettuce
1 small bunch garlic chives
1 bunch hot mint
1 bunch common mint
1/4 packet vermicelli

Method:

Boil pork for 45 minutes or until tender. Remove from water and let cool. Remove meat from bones and slice very finely.

Cook vermicelli in boiling water for 7 minutes. Drain and wash under cold water so noodles do not stick together.

Wash lettuce, garlic chives, and drain in a colander. Remove mint leaves from stem and wash. Roughly chop lettuce and mint and mix together.

Mix Hoi Sin sauce with sugar and hot water. Boil prawns for 3 minutes and remove shells and veins. Cut prawns in half lengthwise.

To make rolls:

Take a rice paper and rub with hot water until rice paper softens. Take a small handful of lettuce and spread across rice paper. Spread some vermicelli over lettuce, then some pork and prawns. Begin to roll up the contents, tucking in the ends as you go. Before completing the roll, place 2 garlic chives across and continue to roll the rice paper around them.

Serve with Hoi Sin sauce mixed with peanuts.

NOTE: The size of the roll depends on how much you put in. Some like small rolls, some like big rolls. This recipe makes 30 medium size rolls.

Rolls can be pre-made and served, or guests can make them up for themselves.

Answer the following questions about the recipe on the opposite page.

What does 'pre-made' mean?

_____

What are green prawns?

_____

How many rolls does this recipe make?

_____

If this recipe is enough to serve four people, how much pork would you need for six people?

_____

What does 'g' stand for?

_____

How many 'g' in a kilogram?

_____

If I wanted to make enough Rice Paper Rolls for two people, how many grams of green prawns would I need?

_____

What is a colander?

_____

You might like to try making these Vietnamese Cold Rolls. Ask your teacher if it's possible!

What do you eat?

Is there a traditional food that is eaten in your culture? Discuss this with those around you. If you can't think of a traditional food, you might like to think about your favourite food.

Have a go at writing out the recipe for the dish that you are thinking of. Use the recipe On page 30 as an example: first list the ingredients, and then write the method which describes what you need to do with the ingredients.

A Southern European-Australian story

Many people from Southern Europe, mainly from Greece and Italy, moved to Australia in the 1950s. It was a time when Australian companies were crying out for people to work in factories. Many Greek and Italian people took jobs that Australians didn't want. They worked very hard, and usually had no opportunity to learn to speak English. Take a look at the article on the opposite page.

Parla Inglese?

After years of working and mixing within their own communities, many migrants of the 50s and 60s are returning to the classroom to learn English.

Guiseppe Zito is 73 years old. He was born in Italy and has lived in Australia for 47 years. But last year was the first time he had taken an English class.

Zito feels a little sad he didn't learn English earlier. He's an outgoing man who has always wanted more Australian friends and has been frustrated by the lack of communication. 'I would talk and they say 'yes, yes', but they not understand,' he says.

Guiseppe Zito worked on the assembly line at Holden for much of his life. It was a multicultural environment where the boss spoke English, but hardly anyone else did: 'I learn more Greek than English,' says Zito. 'The boss say hello, goodbye. Very noisy machines. Not much talk.' Migrants were scared of losing their jobs if they took time out to learn English.

Zito worked long hours to earn enough money to feed and support his seven children, and to send money back to his family in Italy. Learning English was lost in the demands of Zito's life.

'No migrant wants to remain ignorant of the social world around them,' says George Lekakis, chairperson of the Ethnic Community Council of Victoria. 'People don't fail to learn English because they choose to remain ignorant. They want to go shopping, talk to their neighbours and know what is going on'.

Adapted from an article in 'The Age' 16th July 1998

Use the words below in sentences. If you do not understand the meaning of the word, look it up in the dictionary.

ignorant

migrant

ethnic

multicultural

What is your response to this article? How does it make you feel?

Imagine what it would be like to live in a country where you couldn't speak the local language. What would life be like? Discuss this with those around you, then write a paragraph explaining your ideas.

Today's migrants generally do learn English. They are offered 510 hours of tuition, which usually has to be paid for before moving to Australia. What do you think of this idea? Write as much as you can.

The word puzzle below uses many of the words used throughout this unit. See how you go!

M	N	L	A	N	G	U	A	G	E
Y	I	D	E	A	N	P	P	S	O
T	K	G	I	V	E	E	U	E	S
I	S	E	R	T	L	O	O	E	G
S	E	T	U	A	O	P	R	G	N
R	D	O	O	F	T	L	G	U	I
E	R	R	L	D	S	E	X	F	L
V	E	W	O	R	K	S	I	E	E
I	A	O	C	U	L	T	U	R	E
D	M	E	N	I	S	I	U	C	F

culture
food
refugees
feelings
stolen
cuisine
language
fit
desk
route
migrate
skin
colour
people
go
mood
wrote
sex
diversity
group
dream
give
works
idea

Look around!

Do you know someone who has come from a culture different to yours? What do you know about them? How did they come to live where they do? Does their culture have any special customs or ceremonies? Does their culture have a traditional food dish? Find out what you can about the person you have in mind, and then write as much as you can.

Remember, some people might not want to talk about their past, and that's their right. Don't pry into areas where you're not wanted!

If you want to write more, use another piece of paper.

And what about you?

What's your story? Write as much as you can about yourself. The questions below might help get your thoughts started.

About you...

Where were you born?
Where did you go to school?
Where have you worked?
Who do you like to spend your time with?
What do you hope for the future?

About your country and culture...

How big is your country?
What are the main cities?
What ceremonies do you celebrate in your country?
How do you celebrate?
Which sports are popular in your country?

Are you mad?

UNIT 2

A look at anger, mediation and conflict

This unit looks at:

- Different styles of behaviour
- Passive, assertive and agressive behaviour
- A quiz on how you react to conflict

Conflict usually occurs for a reason—usually when there is something wrong with someone. Do you ever find yourself in situations that involve conflict and aggression? Understanding these feelings can help us understand ourselves and what's going on with our relationships.

What does that mean?

Definitions are important to help us understand what we are reading. Understanding the words below will help you make the most of this unit.

With the class, or with someone close by, discuss what you think is the meaning of each of the words below. Then look the words up in a dictionary. How close were your meanings to those given in the dictionary?

Word	What I think it means	What the dictionary says
aggressive		
assertive		
passive		
conflict		
considerate		

democratic		
negotiate		
respect		
responsibility		
submissive		
violent		
collaborate		

Ways of behaving

When dealing with others there are three main types of behaviour people tend to show. These are aggressive, passive and assertive behaviour.

When we are **aggressive** we force our opinions and ideas onto others. We may shout or use aggressive gestures such as pointing at someone or shaking a fist at them. This kind of behaviour often leads to conflict when other people get fed up with being pushed around. Although when someone behaves aggressively they often get their own way, it can leave them feeling angry and frustrated, or sometimes guilty when they think about the way they behaved later when they've cooled down.

When we are **passive** we don't tell others what we really want or feel. Instead we say nothing or just go along with everyone else, and that way we rarely have any conflict with other people. However, deep down, we can feel angry or hurt, and eventually this can lead to problems such as tension and anxiety. People who are generally passive can sometimes unexpectedly explode when they finally say what they really want. This can give people a real shock, because often nobody realised they weren't happy with the situation.

When we are **assertive** we tell others how we feel and what we want, but in a way that also encourages them to speak about what they want and feel. We are direct and honest, but also respectful of others and their rights and opinions. When we are assertive we don't try to avoid conflict with others, because you can't agree with everyone all the time. However, assertive people don't blame the other person for wanting something different to what they want, nor do they pretend that they don't care. Instead they listen to others, state their own point of view and try to find a solution that keeps everyone as happy as possible.

Let's talk about it!

Discuss these points with someone in the class or your teacher.

What is the difference between assertive and aggressive behaviour?

What is the difference between physical and verbal abuse? What's worse?

Is conflict always negative?

Is being passive a good way to deal with conflict? How does it make you feel?

How do you react to conflict?

Do you walk away, yell or talk about it? If people think their needs are threatened, conflict can occur. Have a go at the following quiz—it may help you understand how you react to conflict in different situations.

For each question, circle the letter which best describes what you would do in the situation.

1 People you are sharing a house with are always nagging you to clean up after yourself. Now they have started saying that you will have to pay more rent unless you tidy up more. You...

a explain that you will have a clean-up once a week

b promise you will be more tidy all the time

c tell them where they can "shove their cleaning!"

2 You're staying with your Mum for a while and she tells you on Friday to be home at midnight or "don't come home at all". You...

a stay at home and sulk

b don't come home and stay at a mate's place—that'll teach her!

c explain that this is an important night for you and you will be home when you can

3 Your friend is an hour late and you have been hanging around waiting for him/her. How do you react when they finally show up? You...

a scream "Where the hell have you been? I've been waiting for over an hour!"

b say nothing at all—it's not worth fighting over

c leave before they arrive and call in on them later to find out what happened

4 A friend owes you money and you need it. When you ask him for it he keeps on saying he's forgotten it. You...

a start telling people what a 'shithead' he is behind his back

b forget about it and remember never to lend him money again

c explain to him that you need the money urgently

5 Your best mate tells you that your new partner is "bad news". You...

a tell your mate to "get stuffed!"

b decide to give your new partner the flick

c ask your mate why, and tell them you're really happy being in this new relationship

6 A few weeks ago you agreed to do something with your brother on a Saturday night. In the meantime a friend has organised a get-together and all your mates are going to be there. What do you do?

a explain to your brother that this get-together is really important to you and make another time to see him

b on the night of the get-together, phone your mates and tell them you've got the flu

c tell your brother that something more important has come up

7 You and a group of friends are going to see a band and your 14 year old sister has been hassling you to go with you. You...

a agree to let her go with you as long as she does the right thing

b tell her she can go because you don't want to hurt her feelings, but you're really annoyed

c tell her where to go!

8 Someone you like, but a lot of people don't, asks you out. You...

- **a** arrange to go out somewhere where no one you know will see you
- **b** agree to go, it might be fun and who cares what others think!
- **c** say, "Who the hell do you think you are?"

9 You are at a party and everyone is getting 'out of it'. It's getting really late and your mate tells you that he's organised a lift home for you both. You know that the person driving is really drunk. Do you...?

- **a** call another mate to come and pick you both up
- **b** go with them to make sure that they both get home OK—you don't want to offend anyone
- **c** tell them they're both "bloody idiots!" and storm off

10 You buy a used car from a second hand dealer that someone told you was OK. Two weeks later the car breaks down and needs major mechanical work. Do you...?

- **a** leave it, you really should have been more careful
- **b** find out what your rights are and then go back to the car yard
- **c** go back to the car yard with a group of mates and belt up the owner

11 You are invited to share a house with some other people. A few days later you find yourself at home alone and the hot water system bursts. What would you do?

- **a** leave and make out you weren't home when it happened
- **b** contact your house mates and suggest getting a plumber in
- **c** order a new hot water service straight away

12 You are in the city one day and you see your partner on with another woman. Do you...?

a walk up to him quietly and punch him in the guts

b wait until he comes home and tell him that you're really angry and that you need to talk about it

c break off the relationship as soon as you see him

Handling conflict assertively helps develop healthy relationships. It can help everyone to have a say and to be heard by those around them. People can change the way they respond to conflict by learning to be more assertive and less passive or aggressive.

How did you go?

Look at your answers to the quiz. Using the table below, work out which of your answers were passive, assertive, aggressive.

Question	Passive	Assertive	Aggressive
1	b	a	c
2	a	c	b
3	b	c	a
4	b	c	a
5	b	c	a
6	b	a	c
7	b	a	c
8	a	b	c
9	b	a	c
10	a	b	c
11	a	b	c
12	c	b	a

You may like to share your responses with the class.

How many assertive responses did you have?

_____

How many aggressive?

_____

How many passive?

_____

The more times you have a **passive** response, the more likely you are to ignore your own rights and allow other people's rights to take priority. You tend to let yourself be walked over! Beware you don't end up being a doormat!

The more often you have an **aggressive** response the more likely you are to stand up for your rights and ignore the rights of others. You can be downright bossy! Careful of speaking for others when it's not wanted.

Being **assertive** is often the best way to deal with difficult situations. Being assertive means being able to make your point in a calm, reasonable way. Being assertive is not always easy and often takes some thinking about, but the benefits are often worth it.

Compare the results of the class. In total which response (assertive, aggressive or passive) had the lowest number?

Which response had the highest number?

What do the results say about the class?

Do you think the class results reflect the mix of assertive, aggressive and passive people in our society?

The way we use words

Many of the expressions that we use every day cannot be found in a dictionary. The expressions below were used in the quiz. What do they mean? Give your answer in a sentence if possible.

out of it

behind his back

bad news

Which questions in the quiz relate to issues with family members?

Were your answers to these questions about relationships with family members mainly passive, assertive or aggressive? Why do you think this is?

"Be home at midnight or don't come home at all....."

Do you think this is a reasonable request? Why? Or why not? Could you think of an alternative statement? What would you say to your kids?

Write as much as you can.

Which questions in the quiz are about relating to friends?

Were your answers to these questions about relationships with friends mainly passive, assertive or aggressive? Why do you think this is?

Look back over your work and check that your answers make sense.

What would you do?

There are five situations that involve conflict outlined below. What would you do in these situations? Is your reaction passive, assertive or aggressive?

Work in pairs or small groups to come up with 2 possible solutions to the situations below.

Write your solutions in sentences.

Your flatmate has really grotty habits and you're sick and tired of cleaning up after him. You really hate your place being in a mess and you're just about at the end of your tether! What do you do?

1

2

The neighbours are making a lot of noise late at night and keeping you awake. What do you do?

1

2

You have a friend who keeps telling you that you always make the wrong decisions in life. What do you do?

1

2

You've lent a friend some money and you really need to get it back. She keeps telling you she'll get it for you, but never does. What do you do?

1

Pick one of the above situations to role-play with a partner. Decide whether you will be passive, aggressive or assertive in your role-play. Ask others to guess which kind of behaviour you are role-playing.

Agony and ecstasy!

3

A look at drugs and health related issues

This unit looks at:

- Drugs and what they do to you
- A survey on who uses drugs
- Newspaper articles about drugs
- The safe injecting room debate
- Some basic first aid
- The Ambulance Service
- Medicare

Some information about drugs

Read through the descriptions of the drugs below. You may like to read it in a group or on your own. Are the descriptions accurate?

Alcohol is an intoxicant present in wine, beer, and spirits such as whiskey, rum, brandy etc. and is legally sold to people over the age of 18. Heavy consumption of alcohol can result in dependence and cause disease of the liver. Some people develop a dependency over time.	
Amphetamines (speed) are psycho-stimulants which speed up messages going to the brain. Amphetamines are generally made up in backyards and sold illegally on the street. They can be drunk, snorted or injected.	
Cocaine (coke) mainly comes in a white powder and is usually snorted or injected. The effects of cocaine can last for minutes or hours and happen very quickly. The person may gain a feeling of well being, an increased heart rate, agitation, sexual stimulation, alertness, unpredictability and aggressive behaviour. It also reduces hunger, thirst and the natural need for rest, food and water. The inside of the nose is eaten away if you inhale cocaine regularly and it is highly addictive.	
Ecstasy can cause you to see things that are not seen by other people and produces a feeling of tranquillity, increased confidence and feeling close to people. People also experience jaw clenching, teeth grinding, dry mouth, nausea, loss of appetite, anxiety, paranoia and confusion. It is a dangerous drug for people with heart conditions, breathing disorders, depression and psychological disorders.	

Heroin (smack) is derived from opium poppies. It initially makes you feel warm, loved and safe. Heroin provides an intense rush and a high that usually lasts for 6-10 hours. It is highly addictive and regular users are likely to become dependent on it. Some long term effects include constipation and loss of sex drive. Impure heroin causes collapsed veins, tetanus, abscesses, and damage to the heart, lungs, liver and brain. Tolerance develops with use and users require larger and larger quantities.	
Marijuana is made from the dried leaves and flowers of the plant Cannabis Saliva. The drug is smoked as a joint when rolled in tobacco paper, or through a water pipe. It can act as a stimulant or depressant, with or without hallucinations. Most users feel relaxed and self-confident and have altered perceptions of time and space. Some users experience confusion, anxiety, panic and psychosis. The negative effects of cannabis include respiratory diseases and cancers, loss of memory and mental capacity, and some people develop a dependency.	
Tobacco is usually smoked in the form of cigarettes, or through a pipe, and is legally sold to people over the age of 18. Smoking tobacco is addictive and known to cause cancer.	

Look back over the descriptions of the drugs and, in the column at the side, write down:

- any other names you know for these drugs, and
- any other information you know about them.

Do you know the meanings of the words below? If you don't know the meaning, ask others or look them up in the dictionary. Use the words in a sentence.

stimulant

depressant

agitation

respiratory

dependency

psychological

consumption

intoxicant

addictive

hallucinogens

The word puzzle below uses words that are often used to name various drugs. Can you find the words listed below in the grid? Circle the letters as you find the words. You will be left with 10 letters which spell one word.

S	M	A	C	K	S	M	D	O	O
U	H	D	E	S	L	S	I	D	I
G	A	S	D	R	L	A	E	O	L
A	R	E	O	O	I	E	K	W	R
R	R	K	S	T	P	C	E	N	E
L	Y	C	E	S	A	E	I	E	M
L	O	A	D	J	D	O	N	R	M
U	P	R	D	E	N	O	T	S	A
M	O	C	A	P	E	S	R	O	H
U	P	P	E	R	S	T	O	P	S

Dope
Pills
Uppers
Stoned
LSD
Die
Crack

Load
Cap
Dose
Speed
Downers
Weed
Horse

Jack
Harry
Mull
Sugar
Gas
Oil
Smack

Hammer
Spot
Reds
Pop

What's the 10 letter word?

_____

Many of the words in the word puzzle are slang for different drugs or the effects of drugs. For example, 'smack' is slang for heroin. Do you know the formal word for any of the other slang words in the puzzle? Write these words next to the slang.

Slang	Formal word

Have your say!

You may like to discuss the questions below in a group, or with someone close by. Then write as much as you can.

We hear people talk about 'social drugs' and 'hard drugs'. What's the difference?

What would you do if you were with a friend who was taking drugs and they collapsed?

You can see drugs seriously affecting a friend. What would you do?

1995 National Drug Household Survey

A survey conducted in 1995 concluded that most people who take drugs are ordinary people who go to work on sites, in factories, on farms, or as executives or professionals in offices.

The use of heroin is on the increase and the problem of addiction is a serious consequence for the user. Many young people experiment with drugs for fun without realising the health risks involved, and often underestimate the probability that they will become dependent on drugs.

Marijuana, also called cannabis, is by far the most used illegal drug. Between the ages of 12 and 17 there is a huge jump in the number of teenagers experimenting with drugs. By 17 years of age, 88% of people have consumed alcohol and 42% have tried marijuana. Very few people under 18 years old experiment with heroin.

Some people take drugs because they think it can help them cope with their life problems. Many teenagers take drugs because they are curious. The consequences can be fatal if people are not informed of the risks and related issues, such as the transmission of HIV/AIDS through sharing needles. Having honest, open discussions about drug taking and the issues related to taking drugs can help educate our community.

Illegal Drug Usage by Victorians 14 Years of Age and Older

	Tried	Used in the last 12 months
Cannabis	29%	12%
Heroin	2%	less than 1%
Cocaine	3%	1%
Amphetamines	7%	2%
Ecstasy	2%	less than 1%
Hallucinogens	6%	1%.

The piece of writing on the previous page was written to: (tick the correct answer)

- ☐ express the opinion that illegal drug usage is wrong
- ☐ provide information on the results of the survey
- ☐ inform people that you can contract AIDS through drug use

Which drug is the most used by Victorians over the age of 14?

_____

By the age of 17, what % of people have consumed alcohol?

_____

Why do people take drugs? List as many reasons as you can.

_____

_____

_____

_____

Ecstasy seized in drug raid

Police yesterday seized drugs worth $4 million from a house in Dandenong, after a month long undercover operation. Police said that among the drugs were several bags of tablets that contained heroin, mixed with amphetamines and other substances which were being sold as ecstasy and warned people to take extreme care. Mr. Glen Spokes, 31 of Grace Street, Dandenong, has been charged with 20 offences, including trafficking and possessing cocaine, amphetamines and ecstasy. He will appear in the Melbourne Magistrates Court on Monday.

From 'The Age' 15th May 1998

The general purpose of this newspaper article is to inform the public. What's the more specific purpose?

To inform the public that street drugs are: (tick the correct answer)

- ☐ often mixed substances
- ☐ sold under incorrect names

Does the article have another purpose? Could it be to inform the public that: (tick the correct answer)

- ☐ street drugs are dangerous
- ☐ if you deal in drugs you will be caught

Find out what other people thought was the answer to this. Are your answers different? Why do you think that is?

Answer the following questions in sentences:

What was actually being sold as ecstasy?

What does 'street value' mean?

What was the street value of the drugs seized?

How long did the undercover operation go on before the drugs were seized?

Which phrase used by the police is warning the public about drug use?

Compare the article "Ecstasy seized in drug raid" with "The National Drug Household Survey". Which text contains the most information about drug use? Explain your answer.

Activists move to run a drug referendum

Collingwood is one of five Melbourne suburbs earmarked to get a safe injecting room. But Collingwood residents and traders are being asked to vote on whether a safe injecting room for heroin addicts should open in their suburb.

But the poll organised by community campaigners—which will pass judgement on Victoria's plan to put an injecting room near Smith Street—has angered Yarra council. The mayor has described the community campaign as "a bit odd" and said it was unlikely to get council support.

The results of the poll will be passed on to the Health Minister who promised not to override community wishes when choosing sites for centres.

Campaign spokesperson, Steve Jolly, said the aim was to find out "once and for all" whether an injecting room would be welcome in Collingwood. The campaign will hold a forum this Saturday at 2.30pm at the Town Hall where the 'YES' and 'NO' cases will be presented. Residents and traders will be asked to place their voluntary vote in the following week.

Adapted from an article in 'The Melbourne Times', 24th November 1999

What is a safe injecting room?

What is a poll?

Why are the residents of Collingwood being asked to vote?

What is a forum?

What do you think about safe injecting rooms? Should they exist in our community? Why? Why not? Write as much as you can.

Have you ever been with someone who has collapsed? What did you do? Following are some guidelines that might help if you find yourself in that situation.

- **Lie the person on their side in the 'recovery position'.** Bend their top arm and their top leg to help keep them on their side. This position helps keep the person's airways clear so they can breathe.

- **Call an ambulance.** Speak slowly and clearly so the operator can understand you.
- **Don't let the person get too hot or too cold.**
- **When the paramedics arrive tell them exactly what happened to the collapsed person,** including any information about drugs they may be taking. Be honest—ambulance staff are interested in saving lives not legal issues. The police need not be involved.

What is a paramedic?

What is the 'recovery position'?

This text is: (tick the correct answer)

- ☐ a story
- ☐ a list of instructions
- ☐ a letter

Is this list of instructions complete? Would you add anything? If so, what?

The main purpose of this text is to: (tick the correct answer)

- ☐ keep the collapsed person alive
- ☐ inform people that paramedics aren't interested in legal issues
- ☐ inform people that the ambulance service exists

Try using the dialogue below to role-play calling for an ambulance.

Ambulance Officer: Hello, Ambulance Service. Who am I speaking to?

You: My name's _____

_____.

Ambulance Officer: OK. Where are you?

You: I'm at _____ Station.

Ambulance Officer: What's happened?

You: _____.

I think she might have taken something—I'm not sure.

Ambulance Officer: Where is she now?

You: She's lying on the platform. Platform 3, I think.

Ambulance Officer: OK. Don't move her. Cover her with your coat or something and stay with her. We're on our way.

Did you enjoy doing the role-play? Do you think you would find it easier to call an ambulance for real after doing the role-play?

Here's another word puzzle!

A	C	O	U	G	H	E	A	D	C
M	O	D	E	L	E	A	C	O	H
B	L	O	V	E	R	D	O	S	E
U	L	C	E	G	O	D	L	A	M
L	A	T	R	A	I	I	D	G	I
A	P	O	Y	L	N	C	R	E	S
N	S	R	D	I	R	T	I	L	T
C	E	V	R	E	V	I	V	E	A
E	B	N	Y	N	T	O	E	S	L
A	C	C	I	D	E	N	T	A	L

overdose
addiction
collapse
chemist
head
dental
toes
legal
dirt

revive
ambulance
doctor
heroin
cold
drive
tilt
dry
accident

vet
dosage
cough
model
tall
lie
end

The Ambulance Service

Dear Editor

My daughter recently collapsed at home and I called an ambulance to take her to the local hospital. I was outraged to receive a bill for $7450! When I called the Ambulance Service to complain I was told that if I was a member, it would have cost nothing! Why isn't this information publicised?

Sam Nguyen
Footscray

What does 'publicised' mean?

Why was this letter written?

Being a member of the Ambulance Service

If you are a member of the Ambulance Service you are entitled to free ambulance transport, paramedic care and treatment, including air ambulance anywhere in Australia. The Ambulance Service responds to all medical emergencies including road accidents, drug overdoses, burns, heart attacks, sports injuries, drowning, etc. If you are NOT a member and use these services, the costs to you could be crippling!

Amongst the Ambulance Service fleet are MICA (Mobile Intensive Care Ambulances) with advanced communications and rapid response helicopters which go anywhere.

To join the Ambulance Service, the costs per year are:

Singles:	$35
Families	$70

Those who hold a Pensioner Concession, Health Care, Veterans Affairs, Specific Treatment Entitlement or other equivalent card may be eligible for free ambulance transport.

Membership application forms are available at post offices, or you can phone 1800 648 484.

Are you a member of the Ambulance Service?

_____

How much would it cost you to be a member of the Ambulance Service?

_____

Dear Editor

Very recently I was forced to call an ambulance which arrived promptly and took me quickly to a nearby hospital. The attendants on duty were attentive and caring, they put my mind at rest with their professional, friendly and efficient manner. I wish to declare my support for the ambulance service and thank its attendants in a time when there is much public criticism.

Robert Bell
Mornington

Why did Robert Bell write this text? (tick the correct answer)

- ☐ to thank the attendants
- ☐ to give support and thanks to the Ambulance Service publicly
- ☐ to tell the public not to criticise the Ambulance Service

Have you had any experiences with the Ambulance Service? Have you heard any recent news about the Ambulance Service? You may like to discuss this with a group or someone close by, then write as much as you can.

Use another piece of paper if you want to write more.

Medicare

All Australian residents have access to health care under the Medicare Scheme. The Medicare Scheme covers the cost of many health services and to access it, you must have a Medicare Card. Cards are issued by the staff in Medicare offices, and application forms are available at Medicare offices. Cards are issued to individuals and to families.

The Medicare Scheme is paid as a levy through taxes. It is based on taxable income and is usually deducted automatically out of your wages. People who are pensioners or Health Care Card holders are exempt.

What is a levy?

What is taxable income?

What does 'exempt' mean?

Who is exempt from paying a Medicare levy?

You are entitled to have many of your medical expenses covered by the Medicare system. At the doctors you will often be bulk-billed for your visit, which means that the doctor will send off the bill to the Government and you don't have to pay anything. Sometimes people who work in the medical field will give you a bill for their services, for example x-rays. You can pay this bill and claim some, or all of the money back from Medicare, or you can take the bill to Medicare and have it sent off to be paid. Sometimes you will have to pay some extra money on top of what Medicare pays.

To claim a Medicare refund in person you only need your medical receipt and your Medicare card. If you want Medicare to pay the bill for you, or if you are applying for a refund by post, you must complete a Medicare form.

Medicare forms are available at Medicare offices and they look something like this:

BEST COPY AVAILABLE

What is the meaning of: .

entitled

bulk-billed

Imagine you have just taken your son to see a doctor called Dr Andrew Jones who is a specialist in skin diseases. You would like Medicare to pay the account for you. You collect a form at the Medicare office and you need to fill it out before sending it off to your local Medicare office. Fill out the form on the next page so that the specialist's bill may be paid.

Note: The form was in use in 2001. You may like to check that it is the latest form.

It is an offence, under the *Health Insurance Act 1973* to make a false or misleading statement. Medicare benefits are only payable to the person who incurs the medical expense.

Attach original itemised accounts or receipts behind here

Section 1. Claim and payment details

1. Patient's Medicare card number

2. What is the name of the person who paid for or is liable to pay for medical expenses?
(Title e.g. Mr/Mrs/Miss/Ms) (Family name) (Given name)

(Payments will be addressed to this person. For benefits to be paid in favour of this person, the account must be paid for in full)

3. What is your current mailing address?

Postcode

4. Is this your permanent mailing address? Yes No
If 'Yes', Medicare records will be updated to reflect this.

5. What telephone number can you be contacted on during business hours? ( )

6.

CARD REF. No.	PATIENT'S FIRST GIVEN NAME & INITIAL (e.g. ROBIN)	DOB	FOR SERVICES PROVIDED BY (e.g. DR A. P. JONES)

7. **Have any of the services being claimed been paid in full?** Yes No
If 'Yes' ensure section 2 is completed. If 'No' a cheque will be made out to the doctor and mailed to the person specified in question 2 above.

Section 2. Electronic Funds Transfer (EFT) details

1. Do you want the benefit to be deposited directly into a financial institution account via EFT? (This option is only available for paid accounts.) Yes No
If 'No' then go straight to section 3.

2. Name the account is held in

3. BSB number (6 digits in total) Financial institution account number (up to 9 digits only)

(If you are unsure of the BSB number, please contact the financial institution where the account is held.)

4. Financial institution Branch

5. **A Statement of Benefit will only be issued automatically where in-hospital services are included in this claim and the benefit is paid via EFT. If you need a statement for other services, please tick this box.**

Section 3. In-hospital services

1. Was the Patient(s) an in patient of a hospital or approved day hospital facility? Yes No

2. If 'Yes', what was the name of the hospital?

3. What were the dates of admission and discharge? Admitted / / Discharged / /

Section 4. Adding a newborn child

You can add your newborn child to the above Medicare card by completing this section. In some circumstances you may be asked to provide identification documents.

(Family name) (Child's given name) (2nd initial)

Sex M/F Date of birth / /

Section 5. Claimant declaration

I hereby claim Medicare benefits for the professional services to which this claim relates and I declare that:

- I have paid for or am liable to pay the expenses for these services.
- The services were not for the purpose of life insurance, superannuation or provident account schemes, admission to a friendly society, health screening, mass immunisation or connected with the patient's employment.
- To the best of my knowledge and belief all the information in this claim is true and correct.

I also authorise Medicare to contact the referring practitioner or the provider of the services if clarification of details on accounts/receipts is required for assessment purposes.

Signature of claimant: Date / /

(The person who incurred the expense.)

* All documents supporting this claim will be retained by Medicare.

Information regarding the Medicare Safety Net can be found on the reverse of this form.

Agent's Authority

Only complete this section if authorising another person to collect cash on your behalf. Your agent will be asked to provide satisfactory personal identification.

Agent's Name

Address

Postcode

Agent's Signature Claimant's Signature

CLAIM FORM - The form is the approved form under section 20B of the [illegible] Act 1973. For payment by electronic funds transfer (EFT), cheque or cash to an authorised agent. PC 1067(8)

INSIDE OUT

BEST COPY AVAILABLE

Role-plays

Below are a few situations that may happen to you. Or perhaps they have happened! In pairs, or a small group, discuss what you might do in each of these situations. Choose one or two of the situations to role-play with a partner.

- Your Mum is in hospital and you want to visit her. You don't know when visiting hours are. Phone the hospital to find out.

- Your best friend has just called by to see you. She wasn't in the door 10 minutes and she collapsed on the floor! Telephone an ambulance!

- You feel very ill and need to see a doctor. You struggle to get yourself to the clinic by public transport and the receptionist says there's no free appointments today. What do you do?

- Your friend went to see a doctor last week and now has a bill for $55. Phone Medicare for her and find out what she needs to do to get the bill paid.

That smells!

UNIT 4

An introduction to Aromatherapy

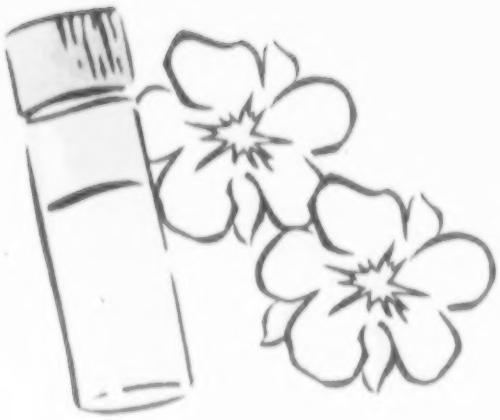
This unit looks at:

- The history of Aromatherapy
- How essential oils can be used
- The effects of different oils
- How to mix oils together

Note: Essential oils are not required, but they may enhance the learning experience.

What is Aromatherapy?

Aromatherapy is the art of using oils extracted from plants and herbs. The oils used for aromatherapy are called essential oils and are very pure. Oils can be used for pleasure or for healing physical and emotional conditions. Read on to find out more.



A brief history of essential oils

There have been some words left out of the passage below. They are:

cosmetic plants body dead research cultures medicines scientific book

Read through the passage and fill in the gaps with the correct word. If you do not understand some of the words, look up the meaning in a dictionary.

Throughout history, people have used plants and herbs as medicines to heal the mind and the _____. There is evidence that Aboriginal people used natural remedies as much as 40,000 years ago, and many other _____ experimented in similar ways. Herbal _____ were known and recorded by the Chinese at least 4,000 years ago, and a Greek philosopher wrote a _____ on the healing properties of plants in the year 78AD. That book was used as a reference for hundreds of years.

The Egyptians used natural oils to preserve the _____ , and for medicinal and _____ purposes almost 3,000 years BC. Cedarwood, an oil which has a preserving effect, was used in the mummification process.

By the 12th century, the secrets of distilling pure oil had arrived in Europe, and Europeans began experimenting with available _____ such as Lavender. It wasn't until the 20th century when the Frenchman, Rene Maurice Gatefosse, published a paper called 'The Therapy of Aromatics' that Aromatherapy became popular.

Through _____ , we now have a much better understanding of how and why plant extracts heal the body. Research has given us a _____ background to what our ancestors instinctively knew to be true.

What are essential oils?

Essential oils are very concentrated, pure oils taken from a single plant part. The extract may be from the flowers, blossoms, leaves, gums, fruits, seeds or roots. Oils are usually extracted through steam distillation.

Essential oils work quickly on the body, and the mind, through our sense of smell. The brain responds to the vapour from an essential oil in a matter of seconds. Use of essential oils can enhance our everyday lives and treat minor ailments.

Essential oils evaporate quickly and are affected by heat and light. Oils need to be treated with care. They last from between one to five years, depending on the type of oil.

See if you can answer the following questions in sentences. Try to use your own words, and don't just copy what's written above. The first one is done for you as an example.

What is Aromatherapy?

Aromatherapy is the use of plant oils for pleasure or to help cure some illnesses. Aromatherapy has been used for hundreds of years.

What are essential oils?

How do essential oils affect our body?

Using a dictionary, find the meaning of the following words:

remedy

distil

aromatic

instinctively

concentrated

vapour

There are many ways to use essential oils. Some of the most common ways are vaporisation and massage.

Vaporisation

This happens when droplets of oil and water evaporate, allowing the aromas from the natural oils to fill the air.

Vaporising is best done in a ceramic vaporiser. A vaporiser has a shallow dish at the top that is filled with water and a few drops of essential oil. Underneath the dish is a space for a small night candle. The heat from the candle warms the water and oil above, and allows the oils to vaporise.

Vaporisation is a good way to change the atmosphere of a room. Choose oils that suit the mood you would like to have. Relaxing? Stimulating? Refreshing? Or perhaps you could use oils to help you sleep?

Blends of oils work well in vaporisers.

Massage

Essential oils can be added to base oils to enhance the effects of a massage. There are a number of base oils that can be used for massage, each of them have different properties. Some of them are:

- **Avocado oil** — known for its high vitamin content.
- **Jojoba oil** — high in protein and minerals.
- **Macadamia oil** — high in vitamins. Has a rich, nutty scent and is good for daily skin care.
- **Olive oil** — high in proteins and minerals. Good for use during winter months.
- **Peach Kernel oil** — rich in vitamin A and good for facial massages. Moisturises and softens skin.
- **Sweet Almond oil** — rich in vitamins and nutrients. This oil is a popular massage base because it is light in texture.
- **Wheatgerm oil** — this oil assists in preserving blended essential oils. Add a small amount to any massage blend to help make it last.

The ideal massage oil base is probably a blend. A good one would be:

- 77% Sweet Almond oil
- 10% Jojoba oil
- 10% Wheatgerm oil
- 3% Essential oil

Always store blended oils in glass containers. Blended oils will not last more than 6-8 months.

In the bath

Add 6-8 drops of essential oils to your bath and discover a great treat. It's a great way to relax and relieve stress. Or try a bath at the start of the day—it's a great way to stimulate the body.

After a good soak in the bath, gently pat your body dry. This will leave a light layer of oil covering your skin, which you will be able to smell for hours.

First Aid

Essential oils can be very helpful in the treatment of minor ailments.

Lavender oil or Tea Tree oil can relieve the effect of insect bites and stings—apply a drop directly to the skin or put some on a band-aid. Lavender oil or Tea Tree oil can also be used to treat pimples and acne—simply apply with a cotton bud.

Peppermint oil is useful for relieving indigestion and nausea. Inhale it straight from the bottle or off a handkerchief.

Rosemary oil helps travel sickness.

Difficulties with sleeping can be treated with Lavender oil, and Orange and Marjoram are also helpful for adults who have trouble sleeping.

Make sure you see a doctor if symptoms persist.

Use the following words in a sentence. If you are not sure what they mean, look them up in a dictionary.

uplifting

_____

_____

antiseptic

_____

_____

inhale

_____

_____

sedative

_____

_____

ailments

_____

_____

aroma

_____

_____

If you were to mix the blend like the one suggested for massage, how would you measure the quantities?

Lavender — a very popular oil that has a calming and relaxing effect. It is useful as an antiseptic and soothes insect bites. It can also act as a gentle sedative. A distressed child can often be calmed by a few drops on their pillow.

Bergamot — this oil has an uplifting effect on the body and is useful for those who are anxious or depressed. It can also be used to treat acne and oily skin problems.

Orange — a gentle sedative that is useful in relieving headaches. Also good for cleaning oily skin.

Tea Tree — very useful for fighting infections, for soothing insect bites, for killing warts, for clearing mouth ulcers and thrush.

Clary Sage — this oil uplifts and relaxes and is useful in relieving stress. It's also good for relieving period pain and pre-menstrual tension.

Geranium — helpful for controlling mood swings and to relieve the effects of menopause. It is a balancing and harmonising oil that works well in a bath. It is also helpful for the treatment of dry skin.

Sandalwood — a popular oil with both men and women, it is useful for the treatment of sore throats. Sandalwood has a strengthening quality.

Rosemary — often used to stimulate memory and the nervous system. Is also good for massaging tired muscles. Some people believe that Rosemary can stimulate hair regrowth.

Eucalyptus — this oil will stop infection from spreading and is useful for first aid purposes. It's great for relieving stings, itches and the pain of cold sores. It's useful added to massage oil for muscle aches.

Peppermint — helpful in stimulating clear thinking. This refreshing oil calms the effects of nausea and travel sickness.

Marjoram — this oil works as a gentle sedative and as a massage oil. It's great for relaxing tired muscles. It can also be a comfort to those who are grieving.

Ylang Ylang — this oil has a calming and relaxing effect. It has a very strong aroma and is best blended with other oils.

Cedarwood — useful for relieving anxiety and stress. Used in a vaporiser it is also good for relieving chest complaints. Cedarwood is often used for men.

Thyme — this oil is used to activate and stimulate the mind. It's also good for treating colds and flu.
Note: Do not use this oil if pregnant.

Chamomile — calms and relaxes the mind. Also helpful for treating skin allergies.

The words below are the names of oils that have been jumbled. See if you can work out what the names are:

hetmy _____

liecmmhao _____

genroa _____

nvdlreea _____

pmtnpirepe _____

adowdanols _____

apysluecut _____

ienmrgau _____

rmeotgba _____

ymasoerr _____

ojrrmmaa _____

daeodocrw _____

Arrange the names of the oils listed above in alphabetical order:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

Draw a line between the name of the essential oil and the description which best matches it:

Rosemary	A useful oil for treating colds and flu. Do not use if pregnant.
Sandalwood	This oil has a very strong aroma and is best blended with other oils.
Lavender	Some believe that this oil can stimulate hair growth
Cedarwood	Helpful for controlling mood swings, and to relieve the effects of menopause.
Ylang Ylang	This oil is often used for men.
Geranium	This oil is popular with both men and women, and can be used to treat sore throats.
Thyme	A distressed child can be calmed by a few drops of this oil on the pillow.
Eucalyptus	A very useful oil for first aid purposes.

Below is a word puzzle. Look for the words listed at the side in the grid. Cross off the letters in the grid as you find the words. The words will be in straight lines, but may be backwards, forwards or on a diagonal. Some letters may be used twice. Once you've found all the words, you will be left with 16 letters which will spell a three word phrase to do with Aromatherapy.

sandalwood
bottle
lavender
olives
thyme
soak
peppermint
oil
aroma
sleep
uplift
orange
vapour
inhale
cedarwood
soothe
drop
bergamot

S	A	N	D	A	L	W	O	O	D
L	I	O	U	S	A	E	O	E	T
P	B	E	S	S	V	P	L	H	F
C	E	E	V	N	E	E	I	T	I
E	R	P	A	T	N	E	V	O	L
D	G	E	P	I	D	L	E	O	P
A	A	L	O	E	E	S	S	S	U
R	M	T	U	O	R	A	N	G	E
W	O	T	R	A	R	M	L	O	M
O	T	O	S	O	A	K	I	I	Y
O	L	B	M	D	R	O	P	N	H
D	S	A	I	N	H	A	L	E	T

What's the phrase?

_____

_____

Blends

Essential oils can be mixed together to make blends. Blends of oils can be used in vaporisers, in baths, or for massage. Some popular blends are listed below.

Mood Blends:

Relaxation blend
3 drops of Lavender oil, 2 drops of Cedarwood and 2 drops of Bergamot.

Romance blend
3 drops of Sandalwood, 2 drops of Patchouli and 1 drop of Ylang Ylang

Dinner Party blend
2 drops of Clary Sage oil, 1 drop of Peppermint and 3 drops of Lavender

Concentration blend
3 drops of Geranium oil, 2 drops of Rosemary and 3 drops of Rosewood

Uplifting blend
4 drops of Bergamot oil, 2 drops of Orange and 1 drop of Ylang Ylang

Harmonising blend
2 drops of Geranium oil, 3 drops of Lavender and 2 drops of Cedarwood.

Remedy Blends:

Sleep blend
2 drops of Marjoram, 3 drops of Lavender and 2 drops of Peppermint. Have a bath in this blend and see how well you sleep!

Hangover blend
2 drops of Fennel oil, 2 drops of Juniper and 2 drops of Rosemary

Headache blend
3 drops of Lavender, 2 drops of Geranium and 3 of Clary Sage. Mix with massage base oil and massage neck and shoulders.

Cold & Flu blend
2 drops of Lavender, 2 drops of Eucalyptus and 2 of Cedarwood. Works well mixed with massage oil to rub on the chest.

Women's blend
Good for the relief of pre-menstrual tension when many women feel irritable. 3 drops of Clary Sage, 1 drop of Ylang Ylang and 2 drops of Cypress.

Choose 12 oils that you would like to have at home and make yourself a quick reference chart. This chart will be something that you can hang on your wall to give you a summary of the benefits of the oils and the blends that can be made with them. Discuss ways that you might put this chart together with a partner or your tutor. You might use the computer to make a table for your information or you might use lots of cut outs and decorative writing. The choice is yours—feel free to experiment! However you make your chart, make sure the information is clear and easy to understand.

What to use when?

Below are some problems that can be helped by Aromatherapy. For each of the exercises below, look at what the problem is and decide on the best way to deal with it. Which essential oils would you use and how would you recommend they be used? Discuss the exercise with a partner, or in a group. Write a short paragraph to explain your remedies.

The first exercise has been completed and shows an example of a paragraph:

Dean has a very sore back.

I would recommend Dean have a bath with a few drops of Marjoram added to it. Marjoram is helpful for relaxing tired, sore muscles. He could also ask someone to massage his aching back. The 'Relaxation blend' could be added to the massage oil base.

Now it's your turn to write some answers.

Susan is off to Bali for a holiday. She suffers from travel sickness and is very worried about the flight. What would you recommend for Susan and why?

Jeff suffers from bad tension headaches. What do you suggest as a treatment and why?

Sam pulled a muscle playing tennis on the weekend. Can you suggest a treatment that may help? Give your reasons for this treatment.

Mike spent the weekend camping and is covered in mosquito bites. How might he relieve the itching? Explain why this might help.

Lyn has trouble sleeping at night. She also has very dry skin. What would you suggest and why?

What's your opinion?

Do you think Aromatherapy is worthwhile? Why, or why not? Write as much as you can.

Being Australian

Inside Out!

A Workbook for the CGEA

Written by Jenni Oldfield and Rosemary Pullan

Edited by the ARIS team

Inside Out! is a resource book designed for use with students in correctional environments. It features a range of stimulating texts and activities intended to assist students to develop skills necessary to complete the Certificates of General Education for Adults (CGEA), providing practice in reading a variety of texts, vocabulary extension and a springboard to writing. The resources and activities in the book are geared for students at level 3 of the CGEA in reading and writing, but may be adapted to meet the needs of students at other levels.

Jenni Oldfield and Rosemary Pullan have chosen topics and activities based on their own experiences teaching in correctional environments, incorporating real-life issues like drugs, domestic conflict and multiculturalism. The language used and the inclusion of such controversial and challenging topics could also be popular with youth groups or others.

Employing interactive activities like role-play and open discussion as well as reading and writing exercises, Inside Out! is an innovative and inclusive learning aid for literacy students in a correctional environment.

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